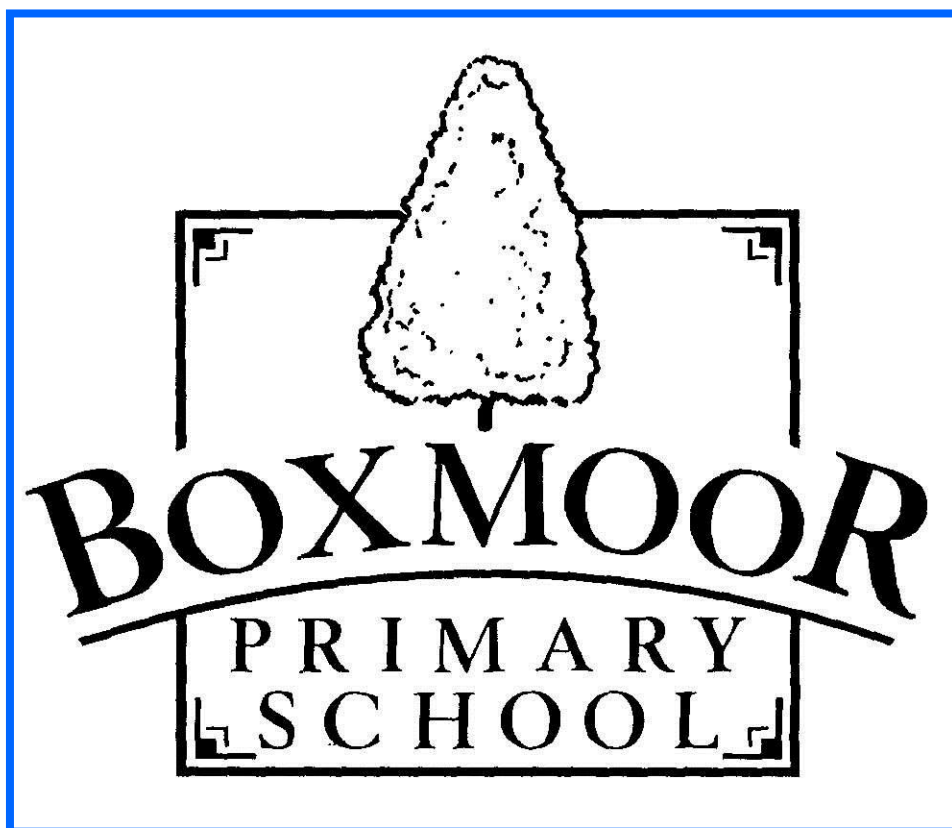


**Boxmoor Primary School**

**Achieving Success Together**



**SEND Information Report 2024**

## Contents

1. Aims .....	3
2. Vision.....	3
3. Legislation and guidance.....	3
4. Definitions.....	4
5. Roles and responsibilities- .....	4
5.1 The SENCO	
5.2 The SEN governor	
5.3 The head teacher	
5.4 Class teachers	
5.5 Teaching Assistants and support staff	
5.6 Midday Supervisors (MSA's)	
6. What types of SEN does the school provide for?.....	6
7. How does the school know if the children need extra help?.....	6
8. Process for constructive partnership working with families.....	7
9. How will parents and children be involved?.....	8
10. How will the school measure my child's progress?.....	9
11. How will you help my child move through year groups?.....	9
12. How are schools resources allocated and matched to children's educational needs?	10
13. How will you teach my child?.....	10
14. What adjustments will you make?.....	11
15. What additional support for learning do you have? .....	11
16. What training do the staff have supporting my child?.....	12
17. How accessible is the school environment?.....	13
18. How will you know my child has the correct provision?.....	13
19. How will my child be included in activities outside the classroom, including school trips?.....	13
20. What support will there be for my child's overall wellbeing?.....	14
21. What specialist service and expertise are available or accessed by the school?.....	14
22. Who do I contact if I have a concern about SEN provision?.....	15
23. Who can I contact for further information?.....	16
24. The local authority local offer.....	16
25. Monitoring arrangements.....	16
26. Links with other policies and documents.....	16
27. Glossary.....	17

## 1. Aims

Welcome to our SEND information report. The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you have any questions, comments or suggestions on the SEN information report and policy then do please get in contact with the SENCO –Mrs Argiolas via the school office. Our school currently has 20% (16.6% Hertfordshire) of pupils with SEN, 1.9% (4.0% Hertfordshire) with an EHCP (Educational Health Care Plan) and 14.3% having SEND support ( 12.8% Hertfordshire)

Our SEND policy and information report aims to:

- To identify students with special educational needs and disabilities quickly and ensure that their needs are met.
- Use a variety of teaching styles, and cater for different learning styles, to allow children with SEND to access the National Curriculum.
- To ensure that all learners make the best possible progress.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To provide intervention programs to assist individual pupils to support their specific needs.
- To promote effective partnership and work with outside agencies who provide specialist support and teaching for children with SEND.
- Provide on-going training for all staff working with children with SEND.
- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Follow statutory Guidance for the SEND Code of Practice and modify practises as Government legislation dictates.

## 2. Vision

### **Celebration, collaboration and support**

- Welcoming and celebrating the uniqueness of all children whatever the differences in their abilities or behaviours. Building strong, trusting and collaborative partnerships with children, parents and outside agencies to ensure all voices are heard and the correct provision and support is provided.

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

## **4. Definitions**

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **5. Roles and responsibilities**

### **5.1 The SENCO**

The SENCO is Emma Argiolas

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

### **5.2 The SEND governor**

The SEND governor will:

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs.

- Ensure that teachers in the school are aware of the importance of early identification and provision for those pupils with SEND.
- To inform Governors of relevant government legislation, LEA initiatives and school practices
- To monitor provision in liaison with SENCO.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board.

### **5.3 The head teacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Keep the Governing Body fully informed.
- Establish funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEN.
- Attend meetings with SENCO and named Governor as necessary.

### **5.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Ensuring their lessons reflect the detailed provision and adjustments for SEND children.
- Completing all relevant SEND documentation on time.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Ensuring parents are fully informed and consulted at all stages.
- Attending all planning and review sessions for the Graduated Approach Cycle (GA) when required in line with GA cycle, which is at least 3 times a year and is fully documented.
- Implementing and monitoring GAs in the classroom.

### **5.5 Teaching Assistants (TA) and Support Staff (SS)**

- The role of the TA and SS is to be aware of and support the school with regards to:
  - The curriculum plans for teaching and learning.
  - The SEND policy.
  - The behaviour policy and other relevant curriculum policies.
  - The programme of work for nominated children as directed by class teacher.

- EHCPs, GAs and Risk Reduction Plans (RRP).
- Meeting with external specialists as required.
- Training in and delivering specific interventions or specialist programmes such as: Speech and language, Motor skills, sensory circuits, cognition learning etc.
- Collecting / recording information for behaviour logs.
- Attending appropriate training courses (overtime or time off in lieu will cover additional hours)
- Attending meetings as necessary with Headteacher and SENCO.

## 5.6 Midday Supervisors (MSAs)

- To be aware of the needs of all SEND children in the school.
- To liaise with class teacher or SENCO on SEND children concerns.
- To follow specific risk management plans or adjusted behaviour plans as required by class teacher.

## 6. What types of SEN does the school provide for?

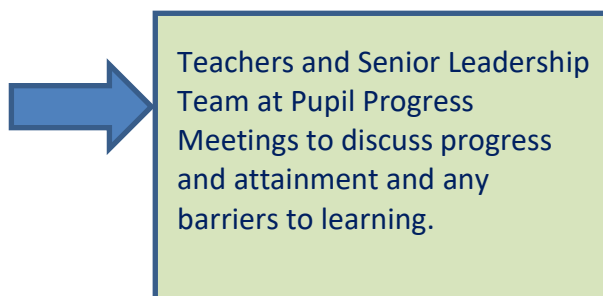
Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Developmental Global Delay Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 7. How does the school know if the children need extra help?

The attainment and progress of all pupils is monitored frequently, through analysis of data by class teachers and members of the Senior Leadership Team. Through regular pupil progress meetings, we will identify those children whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Fails to respond to first quality teaching, inclusive classroom and adjustments to support.



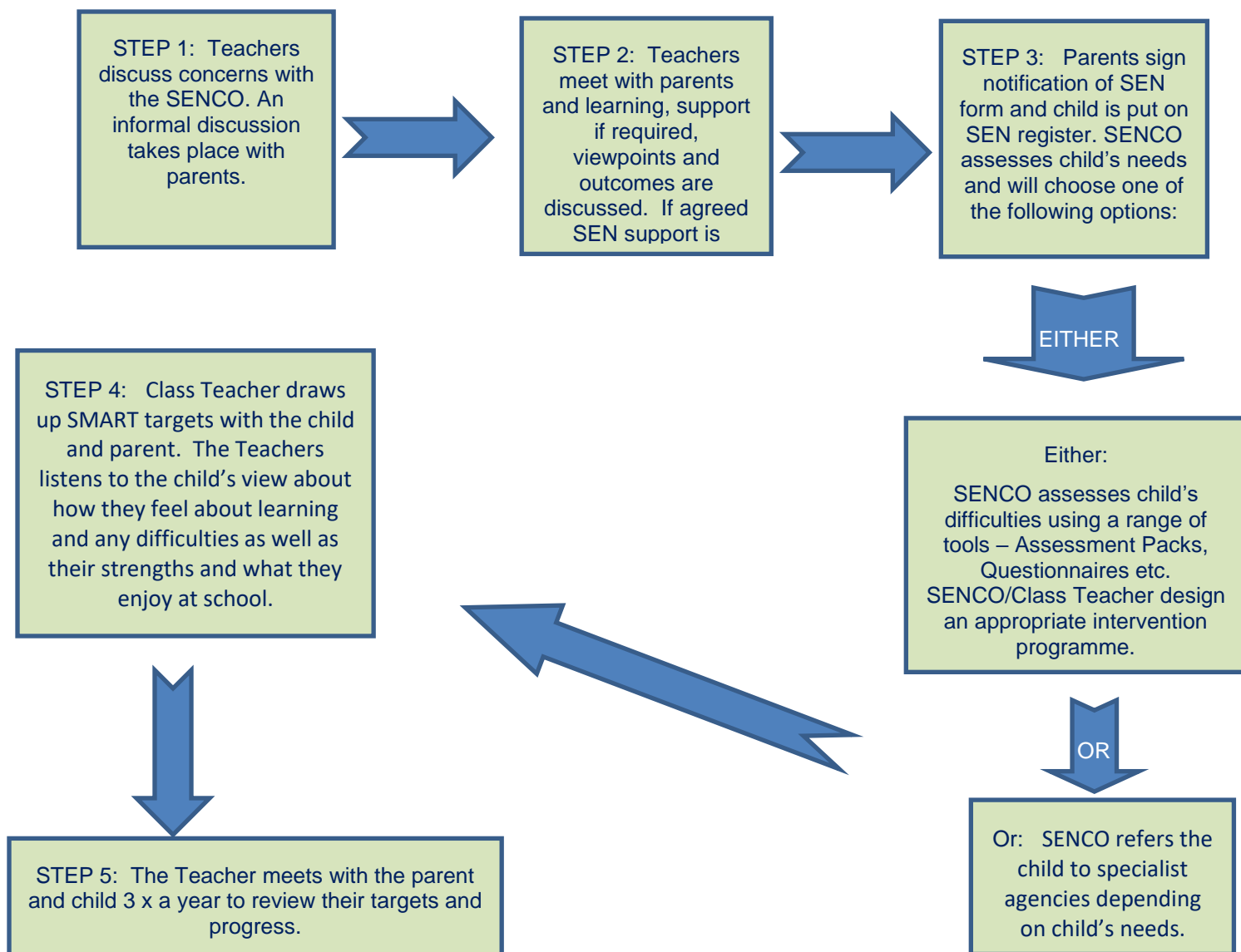
This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

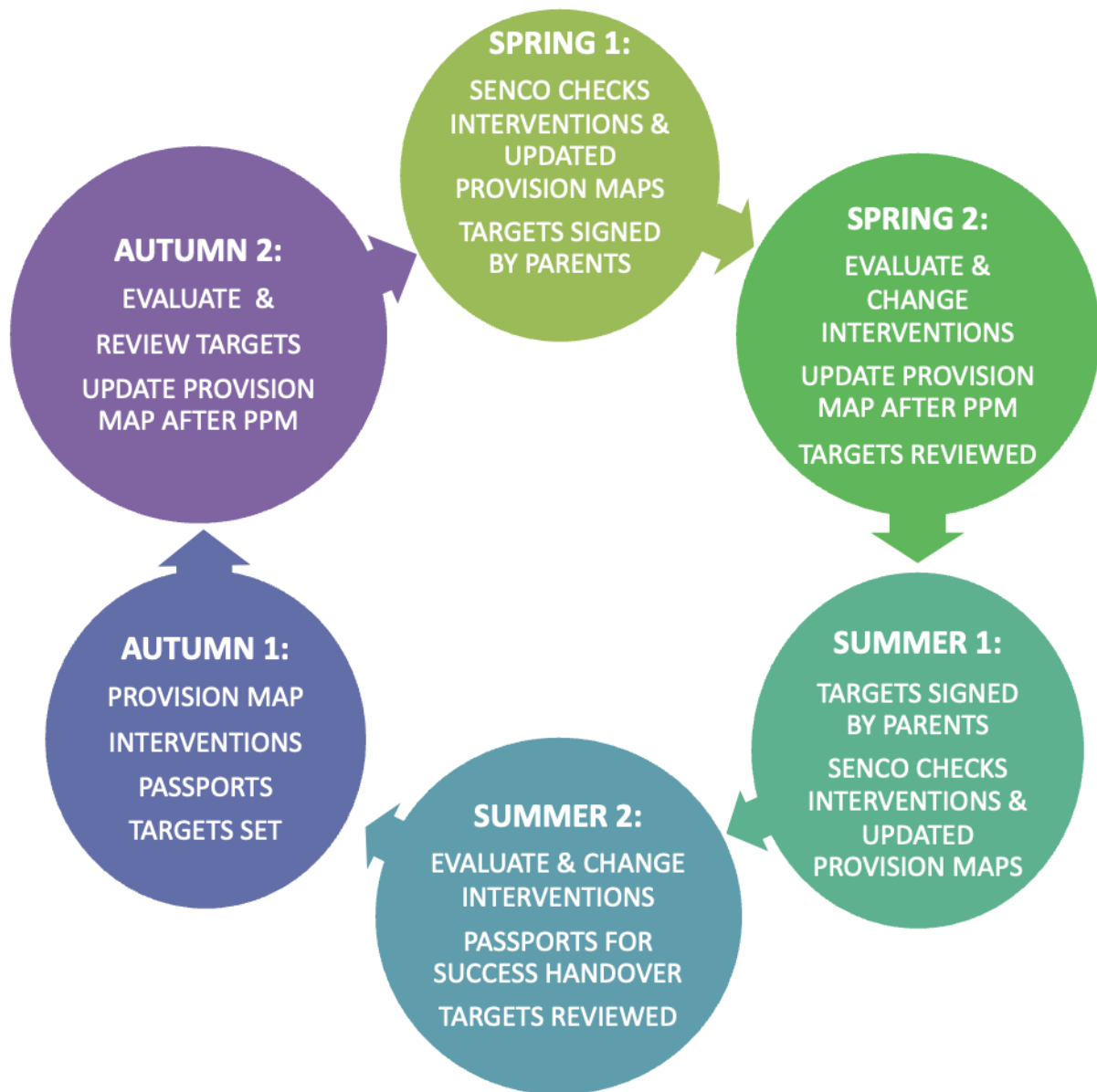
### 8.Process for constructive partnership working with families:



Parents will be informed and involved throughout this process.

**SEND CYCLE : Assess, Plan, Do, Review.**





## 9. How will parents and children be involved?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents are encouraged to raise any concerns they may have about their child's needs with the Class Teacher or SENCO and initiate these discussions.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- The SENCO will signpost parents to the DSPL8 communications letter on the SEN section of the school website allowing parents to sign up and attend, workshops, courses or mini consultations if required.

- The class teacher will explain how you can support your child at home through specific adjusted homework.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and is placed on the SEND register.

## **10. How will the school measure my child's progress**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviors.
- Other teachers' assessments, where relevant.
- SENCO and teacher discussions termly through SEN monitoring.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will review the effectiveness of the support and interventions and their impact on the pupil's progress twice termly at pupil progress meetings. Review will also take place termly of the provision maps and interventions trackers.

Each SEN child has a case study logging their journey throughout the school.

Parents are informed of progress through:

- Informal meetings with parents.
- Home school books (for particular children).
- Parent's evenings.
- School Reports.
- Open Classrooms.
- Reviews on the GA.

The effectiveness of the school's provision for children with SEND is evaluated by the Senior Leadership Team, reported to governors and monitored by OFSTED.

### **11. How will you help my child move through year groups?**

There is a transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. Some children benefit from Transition Booklets, which are given out at the end of the Summer Term to help prepare them for their new class in the following term. These will include photographs of the new staff, classroom and seating. Each year there is a changeover day where each class gets to spend a morning in their new classroom with their new teacher. In some cases, the new class teacher and TA will spend time with the child over the last 4-6 weeks of term, building a trusting relationship. When needed, there will be a meeting between parents, SENCO, the teacher from the current class and the teacher of the next class to discuss a transition plan.

For children in Year 6 there is a special transition programme in place for children moving to Secondary Schools. They will get the opportunity to visit their new school prior to starting in September and children with complex special needs may require additional visits, which is negotiated with the relevant school. For children who are on the SEN Register there is often a meeting or exchange of information with the SEN from the Secondary School. There is also an opportunity for schools to exchange information in preparation for transition through the informal SEN Cluster meetings. Our Reception Class Teacher will visit all new children in their Nursery settings and speak to staff to gain information about each child before they start. If you have any concerns that your child is worried about moving on to the next class or secondary school please contact the class teacher.

### **12. How are school's resources allocated and matched to children's educational needs?**

National SEN budget is used to provide the resource for a qualified SENCO to support all teachers in every class. It also goes towards TA support and training in every class so they can deliver interventions, 1:1 support and small group work specific to SEND children's needs. It covers SEN aids and equipment for all children. Any other funding received is discussed with the SLT and SEN governor prior to allocation.

### **13. How will you teach my child?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be adjusted for individual pupils.

If over a sustained period of time progress does not improve a variety of measures may be taken including;

- a) Intervention group with TA – this may be class based or away from the main class.
- b) Assessments: the school may use screening tools for dyslexia, dyscalculia, Thomas Corum Maths/Literacy Packs, Phonics assessment to uncover barriers to learning or gaps in learning.
- c) Additional adult support in class.
- d) SMART Targets – through use of a GA.
- e) Pastoral Educational Plan to support emotional concerns: Draw and Talk programme.
- f) Medical Healthcare Plan to support medical conditions or Disability.
- g) Regular meetings with parents to review progress three times a year.
- h) Adjusted work based on needs.

- i) Small Steps of Progress measured using: the IEALD, SCERTS, Attention Autism, Engagement Model or CAPPs
- j) Referral to specialist support if necessary.

The graduated response to children's needs:

- 1) Quality First Teaching - highly effective teaching meeting all children's needs.
- 2) Interventions – 1:1 or small groups to target specific areas of learning
- 3) GA targets – Specific targets for children jointly set and reviewed regularly.
- 4) EHCP - children who have more complex and demanding educational needs, which need very close monitoring to ensure that a mainstream school can meet the targets specified within the plan.
- 5) Outside agency referrals - for children where interventions and current work support remains ineffective.

It is important that we use researched based interventions and that the intervention matches the need.

We will also provide the following interventions:

- ELS Phonics and reading intervention.
- Nesy spellings.
- Toe by Toe- reading scheme.
- spelling strategy.
- Handwriting.
- Fine motor skills.
- Plus one for maths.
- Power of 2 for maths.
- UCAN for maths.
- Attention Autism.
- SCERTS – Speech and Communication, Emotional Regulation, Transitional Support.
- Welcomm for speech and language.
- Sensory Circuits.
- Objects of reference.
- Draw and Talk.

#### **14. What adjustments will you make?**

We make the following adaptations to ensure all pupils' needs are met:

- Making reasonable adjustments to the curriculum and environment
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, now and next cards and sensory aids.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and visual support.

### **15. What additional support for learning do you have?**

There are many teaching assistants and support staff throughout the school that support class teachers and children. TAs and support staff are initially directed by the class teacher, but with the Head teacher and SENCO having a overview of the provision needed and addressed. Dyslexia.

The school works with (as and when needed);

- Speech and Language Therapists,
- Physical and Occupational Therapists,
- Educational Psychologists, (EP Contactline available for parents)
- Children's Services
- Sensory Impairment Advisory Teachers
- Neurological Advisory Teachers, (PNI Team)
- Specialist Autism Service (SAS Team previously known as CAT)
- DESC - <http://dacorumesc.herts.sch.uk/outreach/>
- Outreach: Haywood Grove (SEMH) School
- Outreach: Woodfield Special School, Hemel Hempstead
- Gade Family Support and Pupil Support Workers.
- PALMS (Positive Behaviour Autism Learning Disability and Mental Health Service)
- CAMHS (Child and Adolescent Mental Health Service)
- School community nursing team
- Community Pediatricians and Complex Medical Care Team
- County SEND team
- ADD-Vance
- Specialist advisory teacher- Thomas Corum SpLD Base

For more information about any of the above mentioned services, please contact Mrs Argiolas, SENCO.

### **16. What training do the staff have supporting my child?**

Our SENCO has 10 years experience in this role and has her NASENCO National SENCO Qualification with Middlesex University. They are also trained in ELSA and Mental Health strategies. As well as being trained as lead in STEPS and Autism Lead..

They are allocated 1 ½ days a week to manage SEN provision.

In the last academic year, staff have been trained in:

- ELS

- STEPS
- Five Ways to Wellbeing.

### **17. How accessible is the school environment?**

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary.

The following applies:

- Wheelchair access so that all parts of the school are accessible to wheelchairs.
- A ramp which can be moved to different classes to ensure that there is easy access to the classes from the playground.
- A disabled toilet where there are mobility bars to support children who may be wheelchair bound.
- A Medical area available for children who feel unwell.
- A mobile sensory circuit.

The school works closely with medical professionals to ensure that physical needs are catered for within the school environment.

### **18. How will you know my child has the correct provision?**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their SMART targets on their GAs
- Reviewing the impact of interventions termly.
- Using pupil questionnaires for pupil voice.
- Half termly 'drop in' monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans
- Gaining views of parents during informal meetings with teacher, SENCO and parents.

### **19. How will my child be included in activities outside the classroom, including school trips?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to PGL Liddington UK in Year 6

All pupils are encouraged to take part in sports day, school plays and class workshops.

Risk assessments are undertaken to ensure safety to all.

Parents are consulted to ensure full participation and active engagement of all children.

A member of the family may be invited to attend, especially in the case where the parent is a designated carer in receipt of disability allowance.

Where outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

Reasonable adjustments are made for activities that go beyond a normal school day or after school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Refer to Boxmoor Primary School Equality Scheme Disabilities policy available on our website.

## **20. What support will there be for my child's overall wellbeing?**

We provide support for pupils to improve their emotional and social development in the following ways:

SENCO has received full training in:

- Autism and is the autism lead
- Mental health and is the Mental Health Lead (MHL)
- Trained in ELSA.
- Pupils with SEN are encouraged to be part of the school council, eco group, house captains, Mental Health Ambassadors and year 6 buddy.
- All classrooms have the opportunity to have a designated quiet area with sensory toys
- There is sensory circuit equipment available to all.
- There are three designated senior persons (DSP) in the school, which covers safeguarding and child protection of all children within the school.
- 7 staff have paediatric training,
- In September 2023 all staff received Hertfordshire Therapeutic Thinking 'Steps' refresher training
- 3 staff members trained in Drawing and Talking
- SENCO trained in MH for schools level 2 and attends refresher training.
- The school works closely with Gade Family Support (<http://www.gadeschoolsfamilysupport.co.uk/index.html>) who offers advice to families who need to discuss issues of a personal or family nature.
- The School also has access to an SEND Family Support worker and a Family Pupil Support worker who can work with individual children following a referral.
- We are part of the roll out of MHST- Mental Health Support Team and have a designated EMHP (Educational Mental Health Practitioner) we can refer for 1:1 support via parents, small groups, workshops and whole school as well as parent workshops and group work.

We have a zero tolerance approach to bullying.

## **21. What specialist service and expertise are available or accessed by the school?**

The school works closely with a number of different external agencies, covering a wide range of needs.

The following external agencies are used to support children and staff in school ensuring we provide the best provision to each child.

- Thomas Coram Base Specialist Advisory Teacher for Specific learning difficulties in literacy or maths.

- Educational Psychologist for the area.
- DESC Dacorum Education Support Centre to support children with emotional and behavioural needs.
- Speech and Language support with children who have speech language and communication needs
- Specialist Advisory teaching services for children with sensory impairment of physical needs.
- Woodfield Outreach specialist teachers to support children with autism

## **22. Who do I contact if I have a concern about SEND provision?**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. The school has a SENCO, **Mrs Argiolas**, who can be contacted by telephone or email and is available to meet with parents if you have any particular concerns about your child. The school Office will contact the SENCO if they are not in school – SENCO working days are Tuesday all day and Wednesday morning. They will then be referred to the school’s complaints policy.

- Contact class teacher in the first instance (inform SENCO)
- Contact Head teacher/SENCO
- Contact named Governor for SEN – Michelle Sims
- Contact LEA Area Officer
- Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **23. Who can I contact for further information?**

### **SENDIASS – Special Educational Needs and Disability Information, advice and support service**

The school will provide information about the Support Service to all parents of pupils with special educational needs.

Our local SENDIASS contact details are:

Email: [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

Telephone: **01992 555847**

Monday - Thursday 9.30am - 3pm, Friday 9.30am - 2pm

Parents of any pupil identified with SEN may contact the SENDIASS for independent support and advice.

There is lots of information for parents and carers in the SEN section of the Boxmoor Primary School website.



## **24. The local authority local offer**

The authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

There is also a link on the Boxmoor Primary School website – SEN section.

Hertfordshire County Council, Special Educational Needs and Disability, Five Year Strategy, April 2018 – March 2023  
Shaping The Future of SEND in Hertfordshire.

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/send-strategy-2018-2023.pdf>

## **25. Monitoring arrangements**

This policy and information report will be reviewed by Sue Rolfe SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board and sent to the SEN parent forum.

## **26. Links with other policies and documents**

This policy links to our policies on:

- Equality Scheme Disability policy
- Behaviour policy
- Complaints policy
- Medical conditions policy
- Equality information and objectives
- Quality SEND offer

## **27. Glossary:**

Senior Leadership Team – every school has a Senior Leadership Team which usually comprises the Head Teacher, Deputy Head Teacher, and a small number of senior teachers responsible for Teaching and Learning, Assessment, Key Subjects and Special Needs.

Pupil progress meetings - these are meetings which are held every half term. Class Teachers and Senior Staff consider the progress and attainment of every child in the school and considers whether there is any additional support required to help individuals or specific groups of children so that they will reach their end of year target.

Special Needs Co-ordinator (SENCO) – every school should have a senior teacher responsible for tracking and monitoring the progress of SEN children across the school.

Provision Map – A provision map is produced by every class teacher at the beginning of each year. This is to enable staff to decide which individuals or groups of children need particular interventions to support their learning. This is updated every term and information is collated and transferred into a Tracking grid so that the impact of interventions can be regularly assessed.

Interventions – intervention is the term used for any additional programme that teachers may employ to support a child or groups of children to tackle difficulties in targeted areas. Interventions may be carried out in class or away from the classroom. They are often run by teaching assistants in conjunction with the Class Teacher/SENCO.

Thomas Corum Assessment Packs – These are assessment packs which help to identify specific areas of weakness so that they may be targeted with a tailored intervention designed by the Class Teacher and SENCO.

SMART – goal setting targets which bring structure and trackability. SMART criteria: specific, measurable, achievable, realistic and time-bound.

Adjustments – adjustments are where teachers plan work that support every child in their class regardless of academic level and deepen their learning.

Individual Healthcare Plan – (IHCP) This is a plan that has been written by a doctor or a nurse so that the school can follow a set procedure for any medical interventions or medicines administered to specific children.

Passports Support Plan: For every child who receives special education and related services a plan is needed to help deliver a programme to help them get the most out of their education.

Education Health Care Plan <http://www.ehcplan.co.uk/>

Nurture Club - A club that offers six children from each class the opportunity to spend lunchtime in a quiet, peaceful area with structured activities. Children sign up to attend on a daily basis.

Designated senior person (DSP) – The role of the Designated Senior Person, should undertake regular training at Stage Two to enable them to ensure that their safeguarding knowledge is up-to-date. Their primary function is to ensure that children are safe.

MSA's – Mid Day Supervisors.

Autism - <http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction/what-is-autism.aspx>

Sensory Impairment - <http://apt.rcpsych.org/content/9/2/95.full>

Dyscalculia - <http://en.wikipedia.org/wiki/Dyscalculia>

Circle of Friends - [http://www.complexneeds.org.uk/modules/Module-3.4-Emotional-well-being-and-mental-health/All/downloads/m12p050c/the\\_circle\\_of\\_friends\\_approach.pdf](http://www.complexneeds.org.uk/modules/Module-3.4-Emotional-well-being-and-mental-health/All/downloads/m12p050c/the_circle_of_friends_approach.pdf)

Family Support Worker - Family support workers help families experiencing difficulties with relationships, finances or wellbeing by providing counseling, financial resources and educational activities. They work mainly with social care teams and partner agencies, government and health care.

Read more : [http://www.ehow.com/facts\\_5612643\\_duties-family-support-workers.html](http://www.ehow.com/facts_5612643_duties-family-support-workers.html)

SEND parent forum – This is a small group of parents, SEN governor and SENCO who have agreed to meet termly to review policy and practice within the school.

Transition programme – This is a programme that is usually run by Secondary Schools to help children who may struggle with the emotion and anxiety surrounding secondary transfer.

SEN Cluster meetings – This is a small group of Head Teachers, SENCO's, SEN Officers, Educational Psychologists, Advisory/Specialist Teachers who meet regularly to discuss applications for Exceptional Needs Funding. Cases that pass this stage then go forward to a Cluster Panel who will decide if each application meets the criteria for funding or not.

High Needs Funding – High needs funding is available for a very small number of pupils who attend Hertfordshire Schools who may benefit from additional funding to support them in school. There are strict guidelines and criteria that each individual must meet to be eligible for this funding.

MHST- Mental Health Support Team works closely with Boxmoor to ensure the wellbeing of all children is priority.

EMHP- Educational Mental Health Practitioner linked to our school and delivers workshops, 1:1, and group work.

ELSA – Emotional Literacy Support Assistant.